

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • H-6

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage 5 minutes

Read part 1 of the passage *How the Mice Beat the Men* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency 5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 60 words per minute with at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding 5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

Why did the men think they would win? (because the men were bigger)

List some things the men did to get ready. (put new strings on their bows; feathers on their arrows; made slings; had a war dance)

What happened after the men danced? (they fell asleep)

If time permits, repeat the steps above using part 2 of the passage, *How the Mice Beat the Men*.

Optional Activity 5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and stack them face down. You and the child will take turns drawing a card and reading the word, without revealing the card to the other player. The other player will spell the word. If he/she is correct, he/she can move on the game board the number of spaces indicated on the card. If he/she is not correct, he/she cannot move. Repeat the game as time permits.

Part 1

The mice and the men did not like each other at all. 12

The mice and men decided to go to war. 21

The men were sure they would win. 28

They were so much bigger than the mice. 36

The men put new strings on their bows. 44

They put feathers on their arrows. 50

They made slings to throw rocks at the mice. 59

Before the war, the men had a big war dance. 69

The dancing made them very tired. 75

They all fell asleep. 79

Then the little mice crept into the room. 87



Part 2

The mice gnawed the bow strings.	6
They cut the feathers from the arrows.	13
They broke the slings with their teeth.	20
Then they gave a great war yell. "Squeak!"	28
The men woke up and saw the mice.	36
They reached for their bows, but the strings	44
were gnawed.	46
They picked up their arrows.	51
The feathers were all cut.	56
They took up their slings.	61
Every sling was broken.	65
They could not drive the mice away.	72
The mice won the war, even though they	80
were smaller.	82
Mice have been in men's houses ever since.	90

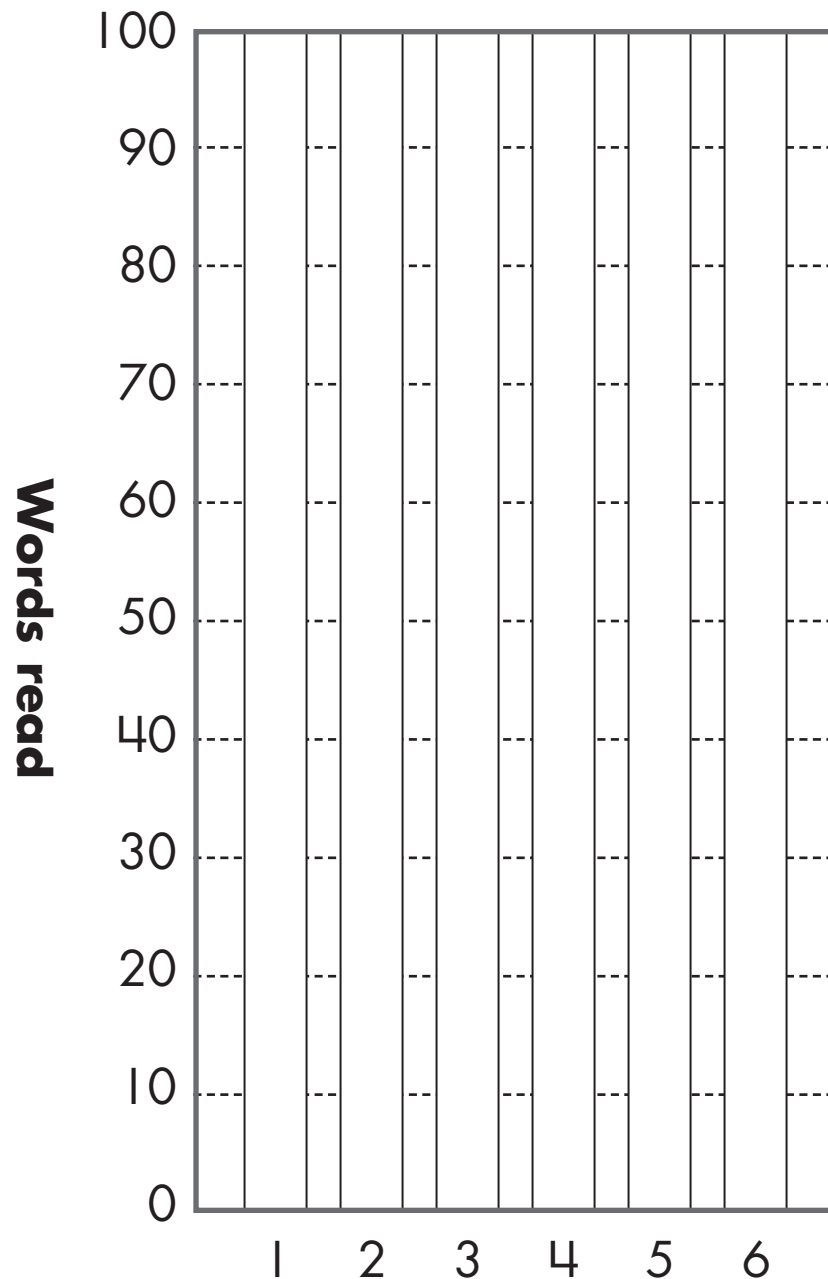


Fluency

Repeated Reading Bar Graph

Lesson H-6

Name _____ Date _____



Number
of errors: _____
1 2 3 4 5 6

the

2

and

1

did

1

like

3

at

1

win

4

they

3

were

4

mice

3

had

1

very

2

little

2

from

2

much

4

all

2

was

1

Fluency

Game Board

Lesson H-6

